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Course Profile

International Languages (Italian)

Level 3
University Preparation
LWICU

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDR-0773

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Acknowledgments

Catholic Curriculum Cooperative Writing Partnership – International Languages (Italian), Level 3, University Preparation

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Eastern Ontario Catholic Curriculum Cooperative
Institute for Catholic Education

Course Overview
International Languages (Italian), Level 3, University Preparation, LWICU

Prerequisite: International Languages (Italian), Level 2, Academic

Course Description

This course allows students opportunities to further develop their knowledge of the Italian language, to enhance their communication skills, and to use increasingly sophisticated vocabulary in order to speak and write with clarity and accuracy. Students build and apply knowledge of Italian while exploring a variety of themes, such as art, music, traditions, and peoples that make up the Italian mosaic. Students also enhance their thinking skills through critical study of literature. They continue to explore aspects of the countries where this language is spoken using a variety of print and technological resources.

How This Course Supports the Ontario Catholic School Graduate Expectations

The study of the Italian language helps students become effective communicators; more reflective, critical, and creative thinkers; as well as discerning believers. The graduate will respect and affirm the diversity and interdependence of the world's peoples and cultures. As a life long learner and responsible citizen, the graduate will also be able to make appropriate decisions in light of Gospel and Church teachings.

Units: Titles and Time

Unit 1	C'era una volta…	16 hours
* Unit 2	Ricordi e pensieri	28 hours
Unit 3	Che fortuna!	21 hours
Unit 4	Sani e salvi!	23 hours
Unit 5	Prima di tutto la cortesia!	22 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: C'era una volta…

Time: 16 hours

Unit Description

This unit provides students with a comprehensive review of Italian Level 2, Academic. Students create a pictionary booklet and an interview of *I nostri antenati*. They are exposed to the study of legends (particularly Italian and Canadian), *favole*, parables, stories of saints' lives, and fairy tales as an introduction to the *imperfetto*. The unit activities lay the foundation for recognition that there is more grace in our world than sin and that hope is essential in facing all challenges.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	LIV.01, WRV.01 LI1.01 WR1.01,.04 CGE2b,5a,5g	Knowledge/ Understanding Application	*Uno sguardo all'infanzia* *- Ripassare il vocabolario dell'infanzia ed insegnare il vocabolario della gioventù* *- Ripassare i nomi, gli articoli, il genere ed il partitivo* *- Preparare un dizionario illustrato*
2	L1V.01, SPV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 WR1.01,.04 CGE2c,4a,5g,6a,6c	Thinking/ Inquiry Communication Application	*I nostri antenati* *- Ripassare gli aggettivi possessivi ed il vocabolario della famiglia* *- Insegnare i pronomi possessivi ed il passato prossimo* *- Preparare un questionario diretto ed intervistare in italiano un anziano*
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.02 SP1.01,.02,.03 RE1.01,.02,.04 WR1.01,.02,.03,.04 CGE1d,1j,3a,3d, 4g,5g,7a,7e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Notizie Varie* *- Commento sugli articoli giornalistici* *- Continuare lo studio del passato prossimo* *- Presentare una telecronaca o una radiocronaca (registrata)*
4	LIV.01, REV.01, WRV.01 LI1.02,.03 RE1.01,.02,.03,.05 WR1.01,.02,.04,.05 CGE1j,2a,2b,3a,4g, 5g,7a,7c	Knowledge/ Understanding Thinking/ Inquiry	*Studio delle Favole/Fiabe/Leggende particolarmente quelle italiane e quelle indigene del Canadà e lo studio delle prabole* *- Insegnare ed usare l' imperfetto* *- Scrivere un paragrafo per completare una favola/leggenda* *- Paragonare la favola/fiaba/leggenda italiana a quella canadese*
5	LIV.01, REV.01, WRV.01 LI1.03 RE1.01,.03,.05 WR1.01,.02,.03,.04,.05 CGE2b,3a,3b,4a,4c,4g, 5f,5g,7a,7c,7j	Knowledge/ Understanding Thinking/ Inquiry Application	*Creare la propria favola/fiaba/leggenda originale usando il passato prossimo e l'imperfetto* *- Contrastare l'uso del passato prossimo e l'imperfetto*
6	LIV.01, SPV.01, REV.01 LI1.02 SP1.01,.02,.03,.04 RE1.02,.05 CGE2b,2c,3a,4a,4c, 4f, 4g,5a,5g,7a,7j	Communication Application	*Le nostre fiabe* *- Presentazione orale/videografica della favola/fiaba/leggenda originale*

Unit 2: Ricordi e pensieri

Time: 28 hours

Unit Description

Students honour and appreciate the development of Italian and Italo-Canadian cultures through the various arts (music, literature, art) and science and religion. Through the study of influential Italian men and women in Italy and in Canada, students integrate Catholic faith traditions while enhancing their knowledge and understanding of the lives of all Italians throughout history.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	LIV.01, REV.01, WRV.01 LI1.01,.02 RE1.01,.02,.04,.05 WR1.01,.02,.03,.04 CGE1a,1e,1h,1i,2a,2c, 3b,5g,6b,7f	Knowledge/ Understanding Thinking/ Inquiry Application	*Storia di Musica ed Arti in Italia e la loro importanza nell' ambiente italiano ed italo-canadese* *- Ripassare le forme singolari e plurali dei nomi regolari ed irregolari* *- Insegnare il vocabolario collegato alla musica ed alle arti (presentazione di diapositive e di musica)*
2	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.02,.03,.04 RE1.01,.04,.05 WR1.01,.02,.03,.04,.05 CGE1a,1e,1h,1i,2a,2b, 3e,4g,6b,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Uno sguardo sull'arte italiana* *- Ripassare il passato prossimo, l'uso dell'imperfetto e gli aggettivi dimostrativi* *- Insegnare i pronomi relativi* *- Insegnare ed usare il passato remoto* *- Presentare l'arte italiana con diapositive o in* "PowerPoint" *- Fare ricerche tecnologiche dell'arte italiana* *- Creare una radiocronaca/telecronaca sull'arte italiana*
3	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2c,3a,3b,4b, 5a,5e,5f,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Breve studio della letteratura italiana* *- Ripassare il complemento oggetto diretto, insegnare quello indiretto ed i pronomi doppi* *- Insegnare i pronomi disgiuntivi* *- Breve studio della Commedia dell'Arte, le novelle, le poesie, i drammi, ecc.* *- Preparare una recita che dimostri personaggi della Commedia dell'Arte oppure un'intervista*
4	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2c,3b,4b,5a,5e,5f, 7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Gli italiani/gli italo-canadesi* *- Ricerca scritta ed orale su uno scrittore, un cantante, un poeta, uno scienziato, un compositore, un artista, un musicista o santo/a italiano/a o italo-canadese ed il loro contributo alla cultura canadese/italo-canadese*

5	LIV.01, SPV.01, REV.01, WRV.01 LI1.02, .03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE1a,1e,1h,2a,2b,2e, 3a,3b,3e,4b,4g,6b,7f,7g	Communication Application	*Il caffè degli artisti ed illustri* *- Continuare lo studio dei pronomi doppi* *- Creare un caffè degli artisiti ed illustri* *- Presentazione orale della recita preparata in Attività 2, 3, o 4*

Unit 3: Che fortuna!

Time: 21 hours

Unit Description

Students appreciate the cultural mosaic of Italy's different regions while exploring different forms of traditions and customs of the Italian people. The geographical and cultural comparison between Canada and Italy allows students to respect historical and cultural differences in today's changing world. Equality, democracy and solidarity, as witnessed in Catholic social teaching, are promoted through students' research.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.05 WR1.01,.02,.04,.05 CGE4c,5a,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Agenzia Viaggi* *- Insegnare il vocabolario collegato a un'agenzia viaggi* *- Creare e presentare oralmente un dialogo/una scenetta basata su questo soggetto*
2	LIV.01, SPV.01, REV.01, WRV.01 LI1.01 SP1.01,.02,.03,.04 RE1.02,.05 WR1.02,.05 CGE2a,3c,3f,4b,4c,4f, 5e,7h,7i	Knowledge/ Understanding Thinking/ Inquiry Communication	*Paragonare l'Italia ed il Canadà (le province, la geografia, ecc.)* *- Insegnare il positivo, il comparativo ed il superlativo degli aggettivi regolari ed irregolari* *- Discussione in classe, usando vari mezzi audiovisivi* *- Creare una presentazione di diapositive o in* "PowerPoint" *sull'Italia ed il Canadà con musica*
3	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.04,.05 WR1.01,.02,.04,.05 CGE1b,1h,2c,4a,5a, 7d,7f	Thinking/ Inquiry Communication Application	*Tradizioni, Superstizioni e Gesti* *- Insegnare il futuro semplice* *- Creare un dialogo video registrato/audio registrato su una tradizione, superstizione, i gesti italiani oppure su una visita a un mistico (i.e., Padre Pio, San Francesco di Assisi)*

4	LIV.01, SPV.01, REV.01, WRV.01 LI1.02 SP1.01,.02,.03,.04 RE1.01,.02,.04,.05 WR1.01,.02,.03,.04,.05 CGE2b,2e,3a,3e, 4g,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Le regioni d'Italia* *- Fare una ricerca dettagliata di una regione italiana* *- Presentazione orale e per iscritto* *- Usare il computer e l'Internet*
5	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.05 WR1.01,.03,.04,.05 CGE1f,2b,3f,4f,5g,7g	Knowledge/ Understanding Communication Application	*Album Turistico* *- Presentazione video registrata dei programmi di viaggio previsti dagli studenti oppure un dialogo stile televisivo "Carramba che fortuna" nel quale si vincerà un'audienza speciale con il Papa al Vaticano.*

Unit 4: Sani e salvi!

Time: 23 hours

Unit Description

Students explore health through the world of gastronomy, fashion, and medicine of the Mediterrranean region. Life is presented as a gift from God. Through various Canadian and Italian magazines, newspaper publications, and the Internet, students learn to protect and cherish the variety of opportunities in leisure and fitness for a well-balanced healthy lifestyle. Activities include the creation of a Healthy Living Guide, a Health Talk Show, a menu or story outlining what students would serve to a fictional or historical character.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.03 SP1.01,.02,.03 RE1.01,.02,.04 WR1.01,.03,.04 CGE1c,1j,2a, 3a,3d,3f,4a,4g,4h, 5c,6b,7b,7d,7i	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*La bellezza e la vanità nelle riviste, nei giornali e nell'Internet* *- Ripasso delle congiunzioni e del vocabolario del corpo umano* *- Insegnare/usare il vocabolario della salute* *- Creare una rivista bellezza uomo/donna (attività collaborativa) con enfasi sulla salute*
2	LIV.01, SPV.01, WRV.01 LI1.01,.02 SP1.01,.03 WR1.01,.02,.04 CGE1d,1e,2c, 4a,4b,4g,5a,5f,6d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Prepararsi per una visita medica* *- Ripassare i verbi riflessivi e reciproci ed i pronomi riflessivi* *- Presentazione orale di una scenetta dal medico in Italia o in Canadà usando i verbi riflessivi*

3	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.03 RE1.04 WR1.01,.02,.04 CGE2c,3e,4a,5a,7d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*La Cucina Italiana Sana* *- Insegnare/usare il condizionale presente* *- Cosa servirebbe a.....? (Cenerentola/un personaggio storico/un Italo-Canadese, ecc.)* *- Creare un menù o un aneddoto sulla cucina italiana*
4	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.03 RE1.01,.02,.04 WR1.01,.03,.04 CGE2c,3f,4a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Un annuncio pubblicitario* *- Creare un annuncio pubblicitario per il giornale di un prodotto esistente o inventato (nomi, usi, vantaggi, prezzi, ecc.) e presentarlo in classe* *- Usare strutture gramaticali già imparate*
5	REV.01, WRV.01 RE1.01,.02,.04 WR1.01,.02,.03,.04 CGE1c,1d,1e,1i,1j, 2a,3d,4a,4h,6b,6d, 7a,7d,7i	Knowledge/ Understanding Thinking/ Inquiry Application	*Creare una Guida Manuale sul Benessere/Salute nell' ambiente canadese* *- Usare i verbi riflessivi ed il condizionale presente*
6	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02,.03 RE1.02 WR1.01,.02,.03,.04 CGE1d,1i,1j,2a,2c, 3d,4a,4b,5a,5e,5f, 6b,6d,7a,7b,7c,7d,7i	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*La salute ed il tempo libero* *- Creare e presentare oralmente un programma di colloquio (talk show) su un tema di salute o di benessere oppure fare una drammatizzazione libera (i.e., parlare al telefono, fare, accettare, rifiutare le proposte per il tempo libero)*

Unit 5: Prima di tutto la cortesia!

Time: 22 hours

Unit Description

The exploration of career opportunities in Italy/Canada is presented. Students write curriculum vitae, fill out applications, and search for jobs through the Internet, newspapers, and other job postings. They are encouraged to discover the values and rewards of volunteer work. Students are made aware of their rights and responsibilities as Canadian citizens. Students learn to respect and appreciate the importance of language and contributions of others in the world of work while exercising Christian leadership.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.03 SP1.02,.03,.04 RE1.01,.04,.05 WR1.01,.03,.05 CGE1g,1h,1i,2d,3f, 5b,5d,5e,6e,7e,7f, 7g,7h,7j	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Un'occhiata alle professioni e carriere in Italia/Canadà* *- Insegnare il vocabolario del mondo del lavoro* *- Discussione tipo "tavola rotonda"* *- Usare il giornale scritto ed elettronico*
2	LIV.01, SPV.01, REV.01, WRV.01 LI1.02 SP1.01,.02,.03,.04 RE1.02 WR1.01,.02,.04 CGE4c,4d,4f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Quale mestiere.....il cuoco?* *- Insegnare l'imperativo affirmativo/negativo con/senza pronomi* *- Insegnare una ricetta* *- Presentazione orale di una ricetta italiana tradizionale*
3	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.03 SP1.01,.02,.03 RE1.02,.04 WR1.01,.02,.04 CGE2a,2c,5d,5e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Un sondaggio sui lavori* *- Insegnare gli avverbi regolari ed irregolari, il comparativo ed il superlativo* *- Preparare un sondaggio e fare un rapporto sul sondaggio con conclusioni*
4	LIV.01, REV.01, WRV.01 LI1.01 RE1.01,.02,.04 WR1.01,.03,.04 CGE3d,4g,5b,5c,5h, 7b,7h	Knowledge/ Understanding Thinking/ Inquiry Application	*Creare una lettera di raccomandazione* *- Insegnare/ripassare il negativo dei verbi ed insegnare le espressioni negative* *- Compilare una domanda d'impiego* *- Scrivere un curriculum vitae*
5	LIV.01, SPV.01, REV.01 LI1.03 SP1.01,.03,.04 RE1.01,.04,.05 CGE3e,3f,5c,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*In cerca di lavoro* *- Ricercare un lavoro e presentare questa ricerca* *- Parlare delle professioni del futuro* *- Scrivere ad una ditta chiedendo un'intervista di lavoro.*
6	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02 SP1.01,.02,.03,.04 RE1.01,.04 WR1.01,.02,.04 CGE2d,3c,3d,4b,4e,4g, 5b,5c,5d,5g,5h,6e, 7a,7b,7e,7h	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Il primo incontro/la prima intervista* *- Presentazione orale di un' intervista per l'impiego (in un paese straniero) oppure una scenetta nella quale ci si offre come volontario di benevolenza* *- Usare l'imperativo, il negativo, gli avverbi, il possessivo, il comparativo ed il superlativo*

OSS Policy Considerations

Teachers will refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.* The teacher reviews the necessary language structures in order to give students the basis for a successful learning experience. Any resources to support anti-discrimination education, equity/social justice issues, career goals/cooperative education, community partnerships, and faith development will support many of the Ontario Secondary School Policies as well as *The Ontario Catholic School Graduate Expectations.* Teachers will be familiar with *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.*

Course Evaluation

At the end of this course, teachers have the opportunity to assess the overall effectiveness of their programs. Student evaluation forms may be used to gather information on how to modify the program for student success. Teachers should review the content and the instructional and assessment strategies of the course in order to revise the Italian program to improve student achievement of the expectations.

Course Notes

Teachers should address school and board policies regarding safety, acceptable use of the Internet, and proper use of audio-visual equipment. On-going activities should reflect awareness of violence prevention and avoidance of bias within the learning environment. Teachers, in conjunction with special education teachers, will accommodate individual student needs. Cross-curricular integration will assist students in making connections to other disciplines.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies to sustain student interest and maximize learning should be used. All types of learners are to be accommodated. Teaching and learning strategies reflect a balance of independent, collaborative, and teacher-directed activities. Activities are relevant and motivating and allow for student creativity. Resources used (Internet, video, and print) are to be previewed before use. Information technology has been included for all units in the overview.

Assessment & Evaluation of Student Achievement

Teachers should assess what students learn and provide opportunities for students to examine and reflect on their personal values, abilities, and aspirations and on how they influence life's choices and opportunities. Students need a variety of opportunities to demonstrate their knowledge and skills. Teachers should use a variety of techniques to assess and to evaluate these performances of learning (e.g., portfolios, journals, tests, checklists, rubrics, etc.). Teachers should use a repertoire of assessment techniques, including diagnostic, formative, and summative assessment to ensure student achievement of Ministry and *Ontario Catholic School Graduate Expectations.*

Reporting Student Achievement

A final grade is recorded for each Italian course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- **70%** of the grade is based on assessments and evaluations throughout the course,

- **30%** of the grade is based on a final evaluation in the form of an examination, performance, or other method of evaluation and is administered near the end of the course. It should assess the three strands of Oral Communication (Listening and Speaking), Reading, Writing.

The final mark should reflect the expectations of the three strands: Oral Communication (Listening and Speaking), Reading, Writing.

Accommodations

Teachers are expected to be acquainted with students' Individual Education Plans (IEPs), the unique learning characteristics of their individual students, and to make the necessary accommodations.
In order to meet the needs of these students, a variety of strategies, techniques, or resources may be used (e.g., use cue cards, pair students according to task, use alternate formats for written tests, etc.). Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

Teachers should:

- consult with Special Education personnel while reviewing Individual Education Plans (IEPs) of students with special needs, noting recommendations and accommodations for all identified students i.e., gifted and talented, ELD, ESL, and students with physical challenges;
- prepare to offer alternative formats for assignments and presentations. These may include pre-recorded audiocassettes, videotaped conversations, the use of a script, etc.;
- refer to IEPs for recommendations and accommodations when assessing and evaluating students identified with special needs;
- arrange on-going extra opportunities for the reinforcement of vocabulary and grammatical structures;
- sensitively select partners allowing one student's strengths to compensate for another student's challenges;
- provide enrichment opportunities.

Resources

Specific resources for the units and activities have been included. **Note:** Community resources are also very useful: community organizations, cultural and ethnic clubs, embassies, consulates, travel agencies, newspapers, The Canadian Legion, Rotary Clubs, women's groups, radio and television stations, theatres and native speakers (from the community or within the schools).
Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Print

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Consonni, Clark Fiorenza and Conrad J. Schmitt. *Schaum's Italian Vocabulary*. Toronto: McGraw-Hill, Inc., 1987. ISBN 0-07-023032-3

Cresti, Carlo and Claudia Rendina. *Palazzi of Rome*. Köln: Könemann Verlagsgesellscharft mbH, 1998. ISBN 3-8290-1348-5

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Cucina Salute-Techniche Nuove spa, Via Ciro Menotti 14, 20129 Milano, Tel: 39.27.570325, Fax: 7570332

La Cucina Italiana-Ed. Quadratum Spa, Piazza Aspromonte 13/A, 20131 Milano, Tel: 39.2.706421, Fax: 70638544

La Stella del Mar. 00048 Nettuno-Roma ccp 985401 Tel./Fax 06.9854011

Sale e Pepe-Arnoldo Mondadori Ed. S.P.A., 20090 Segrate, Milano, Tel: 39.2.75421, Fax: 75422615

Tandem www.tandemnews.com/ Toll free 1-888-657-9899, Fax 1-905-573-9996

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Italian Cultural Institute's website (Toronto)	http://www.italian-american.com/
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Coded Expectations, International Languages, Level 3, University Preparation, LBACU-LYXCU

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;

LI1.02 – demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);

LI1.03 – demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period).

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);

SP1.02 – convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);

SP1.03 – express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers)
*__Note:__ students are expected to read at least 100 pages of text (50 intensive, 50 extensive) at this level;

RE1.02 – read aloud with expression and accurate pronunciation;
RE1.03 – analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 – respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 – demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken).

Writing

Overall Expectation

WRV.01 · write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

WR1.01 – write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 – compose and answer a variety of questions;
WR1.03 – express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 – revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good

Unit 2: Ricordi e pensieri

Time: 28 hours

Unit Description

Sudents honour and appreciate the development of Italian and Italo-Canadian cultures through the various arts (music, literature, art) and science, and religion. Through the study of influential Italian men and women both in Italy and in Canada, students integrate Catholic faith traditions while enhancing their knowledge and understanding of the lives of all Italians throughout history.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Storia di Musica ed Arti in Italia	180 min.	LIV.01, REV.01, WRV.01 LI1.01,.02 RE1.01,.02,.04,.05 WR1.01,.02,.03,.04 CGE1a,1e,1h,1i,2a,2c, 3b,5g,6b,7f	Knowledge/ Understanding Thinking/ Inquiry Application	- *Insegnare il vocabolario collegato alla musica ed alle arti (presentazione di diapositive e di musica)*
2. Uno sguardo sull'arte italiana	360 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.02,.03,.04 RE1.01,.04,.05 WR1.01,.02,.03,.04,.05 CGE1a,1e,1h,1i,2b, 3e,4g,6b,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Insegnare i pronomi relativi* - *Insegnare ed usare il passato remoto* - *Presentare l'arte italiana con diapositive o in* "PowerPoint" - *Fare ricerche tecnologiche dell'arte italiana* - *Creare una radiocronaca/telecronaca sull' arte italiana*
3. Breve studio della letteratura italiana	600 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2c,3a,3b,4b, 5a,5e,5f,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Insegnare i pronomi disgiuntivi* - *Breve studio della Commedia dell'arte, le novelle, le poesie, i drammi, ecc.* - *Preparare una recita che dimostri personaggi della Commedia dell'Arte oppure un' intervista*

4. Gli italiani gli italo-canadesi	300 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2c,3b,4b, 5a,5e,5f,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Ricerca scritta ed orale su uno scrittore, un cantante, un poeta, uno scienziato, un compositore, un artista, un musicista, un atleta o santo/a incluso gli immigranti ed il loro contributo sulla cultura canadese/italo-canadese*
5. Il Caffè degli artisti ed illustri	240 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE1a,1e,1h,2a,2b,2e, 3a,3b,3e,4b,4g,6b,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Continuare lo studio dei pronomi doppi* *- Creare un caffè degli artisiti ed illustri* *- Presentazione orale della recita preparata in Attività 2, 3, o 4*

Unit Planning Notes

- Refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*, document in order to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares language/vocabulary worksheets and diagnostic quizzes to assess verb forms.
- The teacher prepares and/or finds pictures to represent new vocabulary.
- Teachers prepare the criteria checklists for the unit activities prior to introducing the unit and assessment sheets and/or rubrics for the assessment of oral and written activities.

Teaching/Learning Strategies

A variety of teaching and learning strategies have been provided to maintain the interest of the students and maximize success for all types of learners.

- The teacher pre-teaches/reviews functional language (structure, theme vocabulary) required for the successful completion of the tasks prescribed in this unit.
- Teaching and learning strategies used for the whole class are brainstorming, problem solving, general discussion, presenting/introducing.
- Other teaching and learning strategies are memorizing, collaborative/cooperative learning, interviewing, oral communication, reporting, Internet searching, and videotaping.
- Students use appropriate language structures in all three strands.
- The teacher tests vocabulary, verb tenses, and language conventions.
- The teacher provides listening comprehension activities that increase in complexity and establishes the use of portfolios as evidence of student growth.

Assessment & Evaluation of Student Achievement

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing
- Formal and informal observation, paper-pencil tests, improvisations, formal written assignment
- Survey assignment, listening exercises (i.e., dictations), and student portfolios

Accommodations

- Consult with Special Education staff for specific recommendations and accommodations for students identified with special needs according to IEPs.
- Pair students so that one student's strengths help compensate for another student's challenges.
- Adapt the number of required activities and the level of difficulty to agree with the IEPs for students identified as gifted and talented, ESL, ELD, or physically challenged.

Activity 1: Storia di Musica ed Arti in Italia e la loro importanza nell'ambiente italiano ed italo-canadese

Time: 180 minutes

Description

Students experience a glimpse of the Italian arts and science. Students come to appreciate the contributions and importance of Italian influences in art, literature, music, and science in Canada and throughout the world. Students learn vocabulary associated with science and the arts. Students learn to honour and value the greatness and diversity of God's given world and its people.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1a - illustrates a basic understanding of the saving story of our Christian faith;
le - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
lh - respects the faith traditions, world religions and the life-journeys of all people of good will;
li - integrates faith with life;
2a - listens actively and critically to understand and learn in light of gospel values;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, and evaluates new ideas in light of the common good;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the works of others;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identify key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);

RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs).

Planning Notes

- Use the Internet and/or find coloured reproductions of masterpieces and individual masters.
- Prepare slides of various Italian masterpieces (art, architecture, science, and music) (refer to Appendices 2-A – Studio della letteratura, 2-B – Studio dell'arte, 2-C – Studio della musica, 2-D – Alcuni Santi italiani, and 2-E – Altre persone importanti della cultura italiana).
- Prepare review materials on nouns.
- Procure slide projector, screen, and adhesive tape of choice.
- Prepare visual aids for Memory game (pictures and name cards) and visual response worksheet for visual test for the end of Activity 1.

Prior Knowledge & Skills

- Language structures include possessive adjectives and pronouns and contracted articles.
- Verb tenses include the *passato prossimo* and the *imperfetto*.

Teaching/Learning Strategies

- The teacher reviews the singular and plural of regular and irregular nouns.
- The teacher prepares visual aids (mounted pictures and name cards, or slides) of various Italian artists, singers, scientists, architects, and their masterpieces (refer to Appendices 2-A – Studio della letteratura, 2-B – Studio dell'arte, 2-C – Studio della musica, 2-D – I Santi italiani, and 2-E – Altre persone importanti della cultura italiana).
- The teacher introduces students to vocabulary related to the arts and science of the Italian world with prepared visual aids and music.
- The teacher randomly places pictures and name cards separately, and faced down, on the classroom board with adhesive tape and students participate in a Memory game.
- Each of two teams alternates uncovering a picture and a name of an artist, a singer, a scientist or an architect, and a picture of his/her masterpiece. Students try to match the "artist" with the correct piece of work by remembering which pictures and names previously uncovered correspond. The successful group of students has the most amount of matches.
- The teacher quizzes students the next day on new vocabulary using a matching-type quiz.
- The teacher tests students using (approximately 20) chosen slides and students identify the master/masterpiece projected on screen by writing their answers on the visual response worksheet.

Assessment & Evaluation of Student Achievement

Technique	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Introduction to vocabulary
Formative	Observation	Teacher	Memory game
Formative	Paper/pencil	Student	Worksheet – Vocabulary Match
Summative	Test	Student	Visual response worksheet/written

Accommodations

- Elicit the assistance of the Special Education personnel to provide remedial opportunities where needed.
- Refer to recommendations made by Special Education staff re: specific accommodations for students with special needs.
- Adjust the time allotted for completion of written quiz/test and worksheet.

Resources

Print

Abbadessa, Felicia. *All-Italy The Book of Everything Italian*. Toronto: Stoddart Publishing Co. Ltd., 1987. ISBN 0-7737-5091-6

Batta, András. *Opera-Composers-Works-Performers*. Cologne: Könemann Verlagsgesellscharft mbH, 1999. ISBN 3-8290-3571-3

Beck, James. *Italian Renaissance Painting*. Köln: Könemann Verlagsgesellscharft mbH, 1999. ISBN 3-8290-0486-9

Bellot, Gina and Vivia Benini. *Storie di Maschere*. Roma: Nuove Edizioi Romane s.r.l, 1980.

Beny, Rolaff and Peter Gunn. *The Churches of Rome*. New York: Simon and Schuster, 1981. ISBN 0-671-43447-00

Buscaglia, Marco. *Rome Art & Architecture*. Cologne: Könemann Verlagsgesellschaft mbH, 1999. ISBN 3-8290-2259-X

Cresti, Carlo and Claudia Rendina. *Palazzi of Rome*. Köln: Könemann Verlagsgesellscharft mbH, 1998. ISBN 3-8290-1348-5

D'Onofrio, Michela. *Musica Contemporanea Italiana*. Canada: Astra Printers Limited, 1988.

Drury, Elizabeth. *Self-Portraits of the World's Greatest Painters*. San Diego, CA: Thunder Bay Press, 1999. ISBN 1-571-45-230-03

Gotti, Annamaria Uberti and Oreste Provenziano. *Parole 3*. Milano: Casa Editrice Carlo Signorelli s.p.a., 1980.

Gotti, Annamaria Uberti and Oreste Provenziano. *Parole 4*. Milano: Casa Editrice Carlo Signorelli s.p.a., 1980.

Lawson, Carolina Donadio. *Dieci Uomini e Donne Illustri*. Lincolnwood, Illinois: National Textbook Company, 1985.

Pedretti, Carlo and Kenneth Clark. *Leonardo da Vinci. Nature Studies from the Royal Library at Windsor Castle*. Italy: Johnson Reprint Corporation, 1980. ISBN 0-384-32298-0

Toman, Rolf. *Baroque: Architecture-Sculpture-Painting*. Köln: Könemann Verlagsgesellschaft mbH, 1998. ISBN 3-89508-917-6

Toman, Rolf. *The Art of Gothic: Architecture-Sculpture-Painting*. Cologne: Könemann Verlagsgesellschaft mbH, 1999. ISBN 3-8290-1741-3

Toman, Rolf. *The Art of the Italian Renaissance*. Köln: Könemann Verlagsgesellschaft mbH, 1995. ISBN 3-89508-077-2

Activity 2: Uno sguardo sull'arte italiana

Time: 360 minutes

Description

Students study different Italian art forms (e.g., sculpture, painting, and architecture, etc.). Students are introduced to some of the great Italian masters, such as DaVinci, Michelangelo, Raffaello, Giotto, and Modigliani. Students learn to appreciate life as a gift from God that one needs to protect and cherish throughout life's journey. Students learn to respect and understand the different faith traditions and cultural heritage of today's society.

Strand(s) & Learning Expectations

Ontario Catholic Graduate Expectations

1a - illustrates a basic understanding of the saving story of our Christian faith;
le - speaks the language of life..."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
lh - respects the faith traditions, world religions and the life-journeys of all people of good will;
li - integrates faith with life;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identify key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);

RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

Activity A

- Procure slide projector and slides of different art forms, artists and their masterpieces (see Appendix 2-B – Studio dell'arte).
- Prepare laminated *Tombola* cards with sufficient art terminology, as well as, names of famous Italian/Italo-Canadian artists and saints.
- Prepare master *Tombola* card with all the words used to play *Tombola dell'Arte* and *Tombola* markers or washable overhead markers for the game.
- Prepare quizzes with art terminolgy, artists, and masterpieces and quizzes/test on grammar (relative pronouns and verb tenses).

Activity B

- Prepare slides on different art forms, artists, and their masterpieces. (see Appendix 2-B – Studio dell'arte) and a list of different art forms.
- Procure TV, VCR, CD player, cassette player, slide projector, computers, and screen.
- Prepare oral evaluation sheets for the broadcast and written quizzes/tests for *passato remoto, imperfetto*, and relative pronouns.
- Reserve computer time to access the Internet.

Prior Knowledge & Skills

- Language structures include possessive adjectives and pronouns, demonstrative adjectives, contracted articles, art vocabulary, the *passato prossimo*, and the *imperfetto*.

Teaching/Learning Strategies

- The teacher reviews the *passato prossimo* and the *imperfetto* and teaches the *passato remoto*.
- The teacher quizzes/tests students on the *passato remoto*, the *imperfetto*, and the *passato prossimo*.
- The teacher teaches and quizzes students on relative pronouns.

Option A

- The teacher teaches art terminology and reviews the names of artists and masterpieces with the aid of slides (see Appendix 2-B – Studio dell'arte).
- The teacher provides each student with *Tombola* markers or washable overhead markers in order to play the game and laminated *Tombola* card.
- The teacher explains rules of how to play the game *Tombola*. (1st game – 1 row across, 2nd game – 2 rows across, 3rd game – 3 rows across, 4th game – whole card).
- The teacher calls a name or terminology pulled out from a box and students mark their card with an X on top of the name or terminology called out.
- Students succeed when they call out *Tombola,* repeat each word in the row, and define it or identify it in Italian.
- The teacher assists students with language expressions and the game continues until student(s) has/have the whole card filled out and yells/yell out *Tombola.*
- The successful student(s) will have the game card filled first, yell out *Tombola* and be able to explain/identify the words in Italian.
- The teacher tests students using a match/definition/short answer test on art terminology, artists, and their masterpieces.

Option B

- Teacher teaches concepts of different art forms (i.e., sculpture, mosaic, painting, and architecture) with the aid of slides (See Appendix 2-B – Studio dell'arte).
- Students in groups of four briefly research an art form on the Internet (See Appendix 2-B – Studio dell'arte).
- Students in each group research a different art form (including the artist and samples of art form studied) and prepare an Italian radio broadcast or a recorded TV broadcast on their chosen art form.
- The broadcast consists of: one student – Anchor, one student – "On Location Reporter," one student – Weather Reporter, and one student doing a commercial.
- Students present their broadcast orally (or on videotape) and include background music in their broadcast.
- The teacher evaluates the oral presentation of broadcasts.

Assessment & Evaluation of Student Acheievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Aural/Memory
Formative	Quizzes	Student	Aural/Written
Summative	Writing Process	Student	Editing
Summative	Rubric/Paper/Pencil	Teacher/Student	Oral Presentation of Broadcast

Accommodations

- Arrange for assistance with written assignments. This assistance may be provided by, a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of written assignments and preparation of broadcast.
- Provide assistance with research and oral presentation.
- Consult student's IEPs to make acccommodations.

Resources

Print

Batta, András. *Opera-Composers-Works-Performers*. Cologne: Könemann Verlagsgesellscharft mbH, 1999. ISBN 3-8290-3571-3

Beck, James. *Italian Renaissance Painting*. Köln: Könemann Verlagsgesellscharft mbH, 1999. ISBN 3-8290-0486-9

Beny, Rolaff and Peter Gunn. *The Churches of Rome*. New York: Simon and Schuster, 1981. ISBN 0-671-43447-00

Buscaglia, Marco. *Rome Art & Architecture*. Cologne: Könemann Verlagsgesellschaft mbH, 1999. ISBN 3-8290-2259-X

Cresti, Carlo and Claudia Rendina. *Palazzi of Rome*. Köln: Könemann Verlagsgesellscharft mbH, 1998. ISBN 3-8290-1348-5

Drury, Elizabeth. *Self-Portraits of the World's Greatest Painters*. San Diego, CA: Thunder Bay Press, 1999. ISBN 1-571-45-230-03

Feder. Theodore H. *Great Treasures of Pompei and Herculaneum*. New York: Abberville Press, Inc. Publishers, 1978. ISBN 0-89659-021-6

Lawson, Carolina Donadio. *Dieci Uomini e Donne Illustri*. Lincolnwood, Illinois: National Textbook Company, 1985.

Milanesi, Arturo. *Storia e Geografia d'Italia*. Brescia: Editrice La Scuola, 1987.

Nickles, Greg. *We Came to North America, The Italians*. St. Catherines, Ontario: Crabtree Publishing, 2000. ISBN 0-7787-0203-0

Padgett, Joann. *Wonders of Italy - A Journey into Italian Art, Traditions and Natural Wonders*. Vercelli, Italy: White Star, S.r.l., 1988. ISBN 88-8095-375-3

Pedretti, Carlo and Kenneth Clark. *Leonardo da Vinci. Nature Studies from the Royal Library at Windsor Castle*. Italy: Johnson Reprint Corporation, 1980. ISBN 0-384-32298-0

Toman, Rolf. *Baroque: Architecture-Sculpture-Painting*. Köln: Könemann Verlagsgesellschaft mbH, 1998. ISBN 3-89508-917-6

Toman, Rolf. *The Art of Gothic: Architecture-Sculpture-Painting*. Cologne: Könemann Verlagsgesellschaft mbH, 1999. ISBN 3-8290-1741-3

Toman, Rolf. *The Art of the Italian Renaissance*. Köln: Könemann Verlagsgesellschaft mbH, 1995. ISBN 3-89508-077-2

Wallace, William E. *Michelangelo - The Complete Sculpture, Painting, Architecture*. New York: Hugh Lauter Levin Association Inc., 1998. ISBN 0-88363-331-0

Activity 3: Breve studio della letteratura italiana

Time: 600 minutes

Description

Students explore the contributions of Italians to language and culture. Students study several literary genres by reading Italian poems, plays, novels, short stories, including the Commedia dell'Arte. Students also become acquainted with some literary masters such as Dante, Petrarca, Carducci, Leopardi, Pirandello, Ginzburg, and Collodi. Students write a poem which is illustrated and then compiled into a Class Poetry Book. Students learn to understand, affirm, and respect the Italian cultural contribution to the literary world.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

2c - presents information and ideas clearly and honestly and with sensitivity to others;
3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
3b - creates, adapts, and evaluates new ideas in light of the common good;
4b - demonstrates flexibility and adaptability;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals;
7f - respects and affirms the diversity and interdependence of the worlds' peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identify key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);

WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Reserve computer time for students to access the Internet.
- Prepare comprehensive list of literary terms (see Appendices 2-A – Studio della letteratura).
- Provide blank cue cards for Question game, chart paper, and adhesive tape.
- Reserve TV, VCR, tape recorder, CD player, tape recorder, slide projector, and screen.

Prior Knowledge & Skills

- Language structures include possessive adjectives and pronouns, the *passato prossimo*, the *passato remoto*, and the *imperfetto* and vocabulary associated with *Le Arti*.
- Use of direct object pronouns and nouns (singular and plural).

Teaching/Learning Strategies

- The teacher presents an outline of various literary genres, including *La Commedia dell'Arte*.
- The teacher reviews direct object pronouns and teaches indirect object pronouns and their position in a sentence, double object pronouns and disjunctive pronouns with and without prepositions.
- Students are tested on proper usage of new grammatical structures.
- The teacher teaches literary terms (refer to Appendix 2-A – Studio della letteratura) and gives each student a genre of literature to research as well as a poet or writer from that genre.
- Students briefly research their assigned genre and poet or writer on the Internet and share their findings with the class in the form of an oral presentation.
- Students are grouped by genre in order to focus their study in more detail (refer to Appendix 2-B – Studio della letteratura).
- Students compile and further research one genre as a group and elect one member as spokesperson to present their findings to the class.
- The teacher gives each student in each group (genre), names of poets, poems, authors, and novels. Students research and analyse one poet (poem) or author (novel, short story, etc.), preparing an activity worksheet for their oral presentation (see Appendix2-F – Criterio per la presentazione orale).
- The teacher collects a rough copy of the activity worksheet and supplies added suggestions. Students edit their activity worksheet based on the teacher's suggestions.
- Students present their poet or author to the class individually with the aid of audio/visual materials and provide an activity worksheet for each class member.
- Students are instructed to write five questions and answers based on their peers' oral presentations.
- The teacher collects all appropriate questions and answers and prepares 20 or more questions and answers for each genre of literature and literary terms.
- The teacher divides the class into two large groups in order to play a Question Game. The successful group of students will be able to answer the most questions correctly.

- Students conclude the study of literature by preparing a skit on the *Commedia dell'Arte* or by writing and illustrating an original poem.
- The teacher compiles the original work into a Class Poetry Book.
- Students present skits on the *Commedia dell'Arte*.
- The teacher evaluates oral presentations or original poems, and final copies of prepared worksheet.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Historical Overview of Famous Persons
Formative	Quiz	Student	Question Game
Summative	Writing Process	Teacher	Editing of Activity Worksheet
Summative	Rubric	Teacher	Oral Presentation
Summative	Writing Process	Teacher	Poem (written and illustrated)

Accommodations

- Arrange for assistance with written activity worksheet. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of written activity worksheet.
- Provide assistance with research and oral presentation.
- Adapt expectations according to IEPs, i.e., adapt format and required elements of the presentation (pre-recorded audiocassette or videotaped).
- Arrange for opportunities to reinforce grammar structures, e.g.,"study buddy," flash cards, etc.

Activity 4: Gli italiani/Gli italo-canadesi

Time: 300 minutes

Description

Students further their knowledge of the arts by researching an Italian/Italo-Canadian artist, composer, writer, poet, musician, or saint. Students also study Italian immigrants and their contributions to Canadian/Italo-Canadian culture. An appreciation of these peoples' contribution to the world of art, literature, music, and the Church is highlighted. Students trace the history of Italian immigrants in Canada. Students learn to appreciate life as a gift to cherish from God. Cultural heritage, faith traditions, and history will be respected and better understood.

Strand(s) & Learning Expectations

Ontario Catholic Graduate Expectations

2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, and evaluates new ideas in light of the common good;
4b - demonstrates flexibility and adaptability;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Prepare a brief historical overview of Italy, including Italian settlements in Canada (i.e., Vancouver, Edmonton, Winnipeg, Windsor, Hamilton, Toronto, Ottawa, Montreal, etc.).
- Prepare ensemble of Italian music from different time periods and lyrics (with words missing) to an Italian song.
- Reserve a CD player, cassette player, or VCR and TV, and slide projector, computer, and screen.
- Prepare list of names of well-known Italians and Italo-Canadians, i.e., composers, writers, saints, scientists, singers, and musicians, as well as prominent Italian immigrants (refer to Appendices 2-A – Studio della letteratura, 2-B – Studio dell'arte, 2-C – Studio della musica, 2-D – Alcuni santi italiani, and 2-E – Altre persone importanti della cultura italiana).
- Prepare evaluation for oral presentation and test, and quizzes for language structures taught.
- Prepare slides or a *PowerPoint* presentation of artists, composers, writers, and saints.

Prior Knowledge & Skills

- Previously learned language structures: nouns, pronouns, possessive and demonstrative adjectives, the *passato prossimo*, the *passato remoto*, and the *imperfetto*, and direct, indirect, and double object pronouns

Teaching/Learning Strategies

- The teacher reviews the *passato prossimo, passato remoto*, and the *imperfetto* of regular and irregular verbs. The teacher reviews all pronouns and continues the study of double object pronouns. Students are quizzed on the use of pronouns and all verb tenses studied to date.
- Students are evaluated on their use of the past tense, relative pronouns, and demonstrative adjectives in the culminating activity Meeting of the Minds or Meeting of the Great Ones.
- The teacher gives a brief historical overview of Italy, including Italian settlements in Canada.
- The teacher expands the overview, started in Activity 1, by focusing on artists, composers, writers, saints, their masterpieces, and their contribution to society.
- The teacher plays an ensemble of Italian/Italo-Canadian music in the background showing slides/pictures of the aforementioned men and women and/or their masterpieces.
- Students prepare and present a skit (five minutes long called Meeting of the Minds or Meeting of the Great Ones).
- The teacher assigns five students to a group (an artist, a composer/singer, a writer, a saint, and a prominent Italian immigrant).
- Students choose a name of an artist, a saint, a composer/singer, a writer, and a prominent Italian immigrant from a list provided by the teacher (refer to Appendices 2-A – Studio della letteratura, 2-B – Studio dell'arte, 2-C – Studio della musica, 2-D – Alcuni santi italiani, and 2-E – Altre persone importanti della cultura italiana).
- Students briefly research the person chosen as well as the time period/era in which he/she lived/lives and prepare a dialogue for their biographical skit. Students are given a topic to discuss in their skit, e.g., "immigrants and their struggles (cultural, religious, language, etc.)."
- Students discuss the topic as the person (dressed for the part) and dialogue as the person they researched would.
- Students present the skits to the class on a predetermined day and the teacher evaluates their presentations of Meeting of the Minds or Meeting of the Great Ones.
- The teacher concludes the study of artists, composer/singers, writers, saints, and immigrants by providing lyrics to a song with missing words. Students listen to the Italian song and try to fill in the missing words to the lyrics.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Group Collaboration
Formative	Lyric Aural Activity	Student	Aural/Written-fill in the blanks
Summative	Test	Student	Written-grammatical structures
Summative	Rubric	Teacher	Oral Presentation of Meeting of the Minds or Meeting of the Great Ones

Accommodations

- Consult student's IEPs to make accommodations.
- Provide assistance with research and oral presentation.
- Adapt expectations according to IEPs, e.g., allotted rehearsal time, required elements.
- Arrange for assistance with written worksheets. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion research, oral presentation, and quizzes.
- Arrange for opportunities to reinforce grammar structures, e.g., "study buddy," flash cards, etc.

Activity 5: Il Caffè degli artisti ed illustri

Time: 240 minutes

Description

Students conclude their cultural journey by coming together in a *Caffè* setting to present their choice of a researched topic. Students demonstrate Christian leadership by organizing a *Caffè* in order to respect and affirm the diversity and interdependence of our contemporary society.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1a - illustrates a basic understanding of the saving story of our Christian faith;
le - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
lh - respects the faith traditions, world religions and the life-journeys of all people of good will;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2e - uses and integrates the Catholic faith tradition in critical analysis of the arts, media, technology and information systems to enhance the quality of life;
3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
3b - creates, adapts, and evaluates new ideas in light of the common good;
3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
4b - demonstrates flexibility and adaptability;
4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Provide *uno spuntino all'italiana* with different Italian *antipasti* and non-alcoholic beverages including *espresso*.
- Provide tables, tablecloths, napkins, plates, cups, glasses, cutlery (non-disposable, if possible), centerpieces for the tables, decorations for the *Caffè* setting, Italian music, CD players, cassette players, pictures of famous Italians and Italo-Canadians.
- Reserve computer time for Internet access.
- Prepare checklist for planning *Il Caffè degli artisti ed illustri*, quizzes for pronouns, comprehensive unit test, and a rubric for the oral presentation.

Prior Knowledge & Skills

- All language structures and conventions taught in Units 1and 2.

Teaching/Learning Strategies

- The teacher continues to teach double object pronouns and test students' knowledge and usage of double object pronouns.
- Students write a comprehensive unit test as part of this activity.
- The teacher reviews Arts and Music vocabulary, famous people, and their masterpieces.
- Students and the teacher brainstorm and plan ideas for the *Caffè degli artisti ed illustri.*
- Students prepare invitations in Italian for their families to attend an evening at*Al caffè degli artisti ed illustri.*
- Students choose and practise a dialogue/skit prepared in a previous activity in this unit.
- Students convert the classroom (or cafeteria, if possible) into a *Caffè* (1 section – stage for presentations, 1 section – food and refreshments, 1 section – set tables and chairs for guests).
- Students are hosts and welcome individual parents and guests.
- The teacher welcomes all guests and explains format of the evening.
- Students present their prepared skits/dialogues dressed in costume.
- Students evaluate each other's presentation.
- Guests are invited to stay and celebrate the cultural contributions of Italians and Italo-Canadians.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Brainstorm ideas of what a *Caffè degli artisti ed illustri* is
Formative/Diagnostic	Checklist	Teacher	Group Collaboration
Formative	Peer Evaluation	Student	Oral Presentation
Summative	Rubric	Teacher/Student	Oral Presentation
Summative	Unit Test	Student	Written Test

Accommodations

- Pair students with a sensitively selected partner.
- Arrange for extra assistance with the research and preparation of the *Caffè* as well as the oral presentation.
- Adapt the format and required elements of the *Caffè* and the oral presentation.
- Refer to recommendations re: assessment and evaluations made by Special Education personnel.

Appendix 2-A – Studio della letteratura

Scrittori, poeti, drammaturghi

Alighieri, Dante	Alvaro, Corrado	Andreini, Isabella	Aretino, Pietro
Ariosto, Ludovico	Attura Paolucci, Anne	Barbato, Athony	Boccaccio, Giovanni
Brancati, Vitaliano	Calvino, Italo	Cardarelli, V.	Carducci, Giosù
Cassola, Carlo	Cesare, Giulio	Chiara, Piero	Cicerone, Marco Tullio
Collodi, Carlo	Colonna, Maria	DaPorto, Luigi	Danesi, Marcel
da Vinci, Leonardo	De Filippo, Eduardo	Deledda, Grazia	DiMichele, Mary
Edwards, Caterina	Fedro	Fo, Dario	Foscolo, Ugo
Ginzburg, Natalia	Goldoni, Carlo	Gozzi, Gaspare	Guareschi, Giovanni
Lara, Cardella	Leopardi, Giacomo	Macchiavelli, Niccolò	Manzini, Gianna
Manzoni, Alessandro	Mariani, Daccia	Modotti, Tina	Moravia, Alberto
Morreale, Ben	Nebbiai, N.	Novaro, A.S.	Pascoli, Giovanni
Pavese, Cesare	Petrarca, Francisco	Pirandello, Luigi	Puzo, Mario
Repaci, Leonida	Rodari, Giovanni	Ricci, Nino	Saba, Umberto
Sabellicus, Marcantonio	Silone, Ignazio	Tasso, Torquato	Tecchi, Bonaventura
Valeri, Diego	Verga, Giovanni	Virgiglio	

Vocabolario utile:

l'introduzione	l'autrice	la conclusione	lo scrittore	la scrittrice
l'autore	il romanzo	la novella	il personnagio	la fiaba
il racconto	la rima	la simituldine	il poeta	la poetessa
l'alliterazione	le parole	il dialetto	la poesia	l'immagine
lo spettacolo	l'atto	il teatro	il palcoscenico	il sipario
la scena	il drammaturgo	la commedia	la commedia dell'arte	
la tragedia	le maschere	il carnevale		

Alcuni capolavori famosi:

La Divina Commedia	Il Milione	Il Canzoniere	Il Principe	Il Ventaglio
L'Eneide	Gli Indifferenti	Don Camillo	Pinocchio	
Uno, Nessuno e Centomila	De Vulgari Eloquentia	L'Orlando Furioso		
I Promessi Sposi	Giulietta e Romeo	I Malavoglia		
La Gerusalemme Liberata	Il Fu Mattia Pascal	Maestro don Gesualdo		

Appendix 2-B – Studio dell'arte

Artisti

Alberti, Leon	Bellini, Giovanni	Botticelli, Sandro	Brunelleschi, Filippo
Buonarroti, Michelangelo		Canova, Antonio	Carracci, Annibale
Da Vinci, Leonardo	Donatello	Francesca di Giorgio	Garzoni, Giovanna
Gentileschi, Artemsia	Giotto di Bondone	Lippi, Fra Lippo	Maderno, Carlo
Mancini, Antonio	Mantenga, Andrea	Modigliani, Amedeo	Perugino, Pietro
Piazetta, Giovanni	Picchi, Anchise	Piranesi, Giovanni	Pisano, Francesco
Raffaello, Sanzio	Sirani, Elisabetta	Veronese, Paulo	

Vocabolario utile:

il barocco	il classico	il neoclassico	moderno	il rinascimento	il futurista
dipingere	scolpire	i colori	il pennello	il chiaroscuro	l'antico
l'affresco	il capolavoro	la pittura	contemporaneo	il vetro murano	

Alcuni capolavori:

La Gioconda	Il Campanile di Giotto	il Mosè	
il Davide	la Pietà	La Chiesa di San Pietro	l'Ultima Cena
La Madonna delle Rocce		La Cattedrale di Siena	La Cappella Sistina
Il Duomo di Milano	Montecassino	La Chiesa di San Francesco di Assisi	

Appendix 2-C – Studio della musica

Opera/compositori/cantanti

Bartoli, Angelo	Bocelli, Andrea	Bononcini, Giovanni	Battista Carissimi, Giacomo
Bellini, Vincenzo	Caccini, Francesca	Carrà Raffaella	Caruso, Enrico
Caselotti, Adriana	Celentano, Adriano	Cesti, Marc	Como, Pierino (Perry)
Cozzolani, Chiara Margarita		Cutugno, Toto	Dalla, Lucio
D'Angelo, Nino	Donizetti, Gaetano	Freni, Mirella	Frescobaldi, Girolamo
Georgia	Gobbi, Tito	Guida, Frank	
I Ricchi e I Poveri	Lanza (Cucuzza), Mario	Locatelli, Pietro	Lombardo, Guy
Mantovani, Annunzio	Mascagni, Pietro	Memeli, Goffredo	Merola, Mario
Milva	Mina	Modugno, Domenico	Paganini, Niccolò
Pavarotti, Luciano	Pergolesi, Giovanni	Peri, Jacopo	Perosi, Lorenzo
Power, Albano e Romina	Puccini, Giacomo	Ramazzotti, Eros	Ranieri, Massimo
Reitano, Mino	Respighi, Ottorino	Rossini, Gioacchino	Scarletti, Domenico
Toscanini, Arturo	Verdi, Giuseppe	Vivaldi, Antonio	

Vocabolario utile

la bacchetta	allegro	moderato	contemporaneo	leggera	il tenore
il soprano	il pianoforte	il mandolino	la fisarmonica	la chitarra	la voce
la batteria	il tamburino	la tarantella	la nota	la melodia	il piano
pianissimo	le parole	lo strumento musicale		le corde vocali	il violino
la musica	il capolavoro	il rock	il jazz	classica	l'opera
la radio	la televisione	il teatro	il palcoscenico	l'orchestra	lo spettaccolo
il maestro	il sipario	l'atto	la musica leggera	la musica pop	il libretto

Alcune opere/canzoni famose:

La Traviata	Rigoletto	Aida	Il Trovatore	Falstaff	Requiem
Norma	La Sonnambula		Un Ballo in Maschere		Chitarra Romana
53,53,456	Funiculì Funiculà	L'Italiano	La Bohème	L'Inno di Memeli	
Il Barbiere di Siviglia			Le Quattro Stagioni		

Appendix 2-D – Alcuni santi italiani

Fra Angelo	La Madonna di Canneto	La Madonna di Pompei	Padre Pio
Papa Giovanii XXIII	Papa Leone	Pio X	Sant'Agata
Sant'Agnese	Sant'Agostino	Sant'Ambrogio	Sant'Angela Merici
San Benedetto	San Carlo Borromeo	Santa Caterina da Siena	Santa Cecilia
Santa Chiara	San Domenico	San Donato	Sant'Erasmo
San Filippo Neri	San Francesco d'Assisi	San Gerardo Maiella	San Gennaro
San Giovanni Bosco	Santa Lucia	San Marcellino	San Marciano
Santa Margherita	Santa Maria Goretti	Santa Maria Francesca Saveria Cabrini	
Santa Rita	San Rocco	Santa Rosa	San Severino
San Sisto	San Tomaso Aquino	San Valentino	

Appendix 2-E – Altre persone importanti della cultura italiana

Scienziati/dottori/medici

Agnesi, Maria Gaetani	Antonio, Maria	D'Amico, Ernesto	DaVinci, Leonardo
Fermi, Enrico	Fibonacci, Leonardo	Galvani, Luigi	Galilei, Galileo
Levi-Montalcini, Rita	Malpighi, Marcello	Marconi, Guglielmo	Meucci, Antonio
Nobile, Umberto	Volta, Alessandro Giuseppe Antonio Anatasio		

Famosi disegnatori ed indossatori italiani

Armani, Giorgio	Benetton	Bruni, Carla	Capucci, Roberto
Dolce & Gabbana	Evangelista, Linda	Fabio (Lanzoni)	Ferré, Gianfranco
Gucci, Guccio	Missoni	Prada	Pucci, Emilio
Sabato Jr., Antonio	Sorelle, Fontana	Valentino	Versace, Gianni

Storia/filosofia/politica/industria

Agnelli, Giovanni	Agnelli, Susanna	Andreotti, Giulio	Barbarossa, Federico
Benso de Cavour, Conte Camillo		Berlusconi, Silvio	Bixio, Nino
Borgia, Cesare	Borgia, Lucrezia	Bruno, Giordano	Caboto, Giovanni
Colombo, Cristoforo	Cuomo, Mario	D'Alema, Antonia	DeMedici, Caterina
DeMedici, Lorenzo	Ferraro, Geraldine	Garibaldi, Giuseppe	Giuliani, Rudolfo
Iacocca, Lido	La Guardia, Fiorello	Lombardi, Johnny	Lucrezia, Elena
Macchivelli, Niccolò	Mazzei, Filippo	Mazzini, Giuseppe	Molinari, Susan
Montessori, Maria	Moro, Aldo	Paca, William	Petaccia, Clara
Polo, Marco	Rosmini, Antonio	Tambussi Grasso, Ella	Toldo, Tony
Verrazano, Giovanni (da Verranzano)		Vespucci, Amerigo	Vittorio Emmanuele

Attori/registi

Assante, Armando	Avalone, Frankie	Aiello, Danny	Antonioni, Michelangelo
Bancroft, Anne	Bono, Salvatore	Benigni, Roberto	Bongiorno, Mike
Brando, Marlon	Carnevale, Claudio	Cavani, Liliana	Celentano, Adriano
Coppola, Francis	D'Angelo, Nino	D'Angelo, Roberto	DeLaurentis, Dino
Danza, Tony	DeNiro, Robert	DeSica, Vittorio	DeVito, Danny
Di Caprio, Leonardo	Dionisi, Stefano	Fellini, Federico	Ferrara, Abel
Fonda, Henry	Gardenia, Vincent	Gassman, Vittorio	Germi, Pietro
Gerussi, Bruno	Giannini, Giancarlo	Lollobrigida, Gina	Loren, Sofia (Sciocolone)
Magnani, Anna	Mastroianni, Marcello	Merola, Mario	Monicelli, Mario
Muti, Ornella	Pasolini, Pier Paolo	Ponti, Carlo	Racimo, Vittoria
Risi, Dino	Rossellini, Isabella	Rossellini, Roberto	Scorsese, Martin
Sordi, Alberto	Stallone, Silvestre	Tognazzi, Ugo	Tucci, Stanley
Vitale, Tony	Vitti, Monica	Wertmüller, Lina	Zeffirelli, Franco

Atleti

Agassi, Andre	Atlas, Angelo (Charles)	Andretti, Mario	Baggio, Roberto
Berra, Yogi	Bertoia, Rino	Boitano, Brian	Capriati, Jennifer
Compagnoni, Deborah	Del Piero, Alessandro	Del Vecchio, Alex	DiMaggio, Joe
Esposito, Joe	Fiacconi, Franca	Ferrari, Enzo	Fusar-Poli, Barbara
Giunti, Ignacio	Graziano, Rocky	Maldini, Paolo	Marciano, Rocky
Margalli, Maurizio	Marino, Dan	Montana, Joe	Morace, Carolina
Pantani, Paolo	Pezzo, Paola	Rocca, Costantino	Sammartino, Bruno
Tomba, Alberto	Torre, Joe	Zanardi, Alex	